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The purpose to be accomplished by study abroad is the education of society through the improvement of the educational opportunities for librarians who directly influence libraries in the social order. A year's study abroad would be a means of (1) introducing the treatment of other cultures which is needed for increased understanding of human nature, and (2) eliminating cultural bias in librarianship. In Part I the purposes of study abroad in library science are listed and discussed. Part II covers utilization of study abroad in education for librarianship. Part III lists and discusses criteria for selection of major cooperating schools in Germany and the British Isles. (Author/CC)

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FEASIBILITY STUDY FOR INCORPORATING A YEAR ABROAD IN THE LIBRARY SCIENCE CURRICULUM

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FEASIBILITY STUDY FOR INCORPORATING A YEAR ABROAD IN THE LIBRARY SCIENCE CURRICULUM

INTRODUCTION

An understanding of international education and education for librarianship as they are in today's world is required as a base for the investigation of the feasibility of incorporating a year abroad in the library science curriculum.

Modern society is international in character. The future will be increasingly influenced by far-flung international matters. Education has been internationalized by today's society, with its cultural pluralism; and education has contributed to the internationalization of society. Drucker feels that the American college and university have become the most effective international force today.[1] Internationalism in higher education is not an additional function of the university but is, rather, an extension, sometimes

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[1]Peter F. Drucker, "American Higher Education: Cornerstone of Free World Unity," Current Issues in Higher Education, edited by G. Kerry Smith (Washington, D.C. Association for Higher Education, National Education Association, 1960), p. 17.

to a new setting, of the university's three functions: instruction, research, and service.

An international communication of ideas has permeated the academic world for centuries. The education of students who came to Greece from all over the known world of ancient times probably provided the earliest cross-cultural learnings. A seventeenth-century educator, Comenius, proposed an international college,[2] an idea not forsaken but not yet a reality. Zweig describes the rationale and history of twentieth-century efforts to establish a world university in his book, The Idea of a World University.[3] Early pioneers of international education argued for loyalty to mankind in an era of nationalism in the nineteenth century. UNESCO, which was founded in 1945, was the more practical and necessary culmination of these developments and that date can be used to mark the beginning of the modern age of international education.

By 1962 sixty percent of the large institutions in the United States (8000 or more students) had programs of some kind that were international in aspect.[4] One of the six recommendations of a Committee of the Ford Foundation, formed at the request of the Department of State in 1959, was that all American universities should improve the competence of their graduate and professional

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[2]David G. Scanlon, ed., International Education (New York: Teachers College, Columbia University, 1960), p. 2.

[3]Michael Zweig, The Idea of a World University,(Carbondale, Southern Illinois University Press, 1967), p. xvi.

[4]Edward W. Weidner, The World Role of Universities (New York: McGraw-Hill, 1962), p. 6.

schools to teach and conduct research on international aspects of their disciplines and professions.[5]

Education for librarianship is a small segment of the professional education field within the higher education complex, and library science has been called the global discipline strategically best suited to bring about one world of understanding in a world of conflicting cultures no longer set apart by time and space.[6]

If the many years of library education by apprenticeship are included, the history of library education is as long as that of international education. However, formal education for librarianship began in 1887 with the establishment of the School of Library Economy in New York. The Williamson Report, Training for Library Service, prepared by C. C. Williamson for the Carnegie Corporation in 1923, dealt with national standards and marks the transition to the modern era.[7]

The writings on library education in the years between the two world wars reflect only concern for a satisfactory national system of training. Danton, who scored (the thirty-two schools)

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[5]Committee on the University and World Affairs, The University and World Affairs (New York: Ford Foundation, 1960), p. 1.

[6]Howard W. Winger, "Education for Area-Studies Librarianship," Library Quarterly, XXXV, No. 4 (October, 1965), p. 371.

[7]Carl M. White, The Origins of the American Library School (New York: Scarecrow Press, 1961), p. 11.

in the 1940's for remaining for sixty years in the basic tradition with respect to curriculum and approach[8] was an exception.

The volume issued for the bicentennial of the School of Library Service, Columbia University, refers to the School's continuing its role as a "national library school," despite the suggestion from alumni that it offer training for international librarianship.[9]

The book titled International Aspects of Librarianship, unfortunately, does not consider education for librarianship. However, the last two sentences imply a responsibility. "The contents of our libraries are international in scope. We, too, must be international in our thinking."[10]

In his inaugural address Foster Mohrhardt, president of the American Library Association, pointed out that (1) international programs have assumed a major role in the work of the Association and its members and (2) new problems are those that call for international solutions.[11] Soon after the inaugural

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[8]J. Periam Danton, Education for Librarianship: Criticisms, Dilemmas and Proposals (New York: School of Library Service, Columbia University, 1946), p. 5.

[9]Roy Trautman, A History of the School of Library Service, Columbia University (New York: Columbia University Press, 1954), p. 54.

[10]Flora B. Ludington, "The American Contribution to Foreign Library Establishment and Rehabilitation," International Aspects of Librarianship, edited by Leon Carnovsky (Chicago: University of Chicago Press, 1954), p. 124.

[11]Foster E. Mohrhardt, "Libraries Unlimited, American Library Association Bulletin, LXI, No. 7, (July-August, 1967), p. 818.

the Association announced plans for an international library school.[12]

There is variety in the ways to accomplish international education, excluding the idea of an international school. Ten divisions are used by Wilson as a suggested basis for an institutional appraisal instrument.[13] One of the divisions includes Study Abroad, a method which could be used to fuse international education and library education.

The willingness of foreign library schools to host summer tours and institutes has led to consideration of academic-year study abroad. Study abroad, as used in this paper, means for the library school student the establishment of a relationship with a foreign library school during the regular school term while retaining identity with an American library school which will recognize the academic experience in an appropriate manner.

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[12]"From the LED President," American Library Association, Education Division, Newsletter, (October, 1967), p. 2.

[13]Howard E. Wilson, Universities and World Affairs (New York: Carnegie Endowment for International Peace, 1951), p. 78-84.

PART I

THE PURPOSE OF STUDY ABROAD IN LIBRARY SCIENCE

The idea of study abroad as defined is new in American library education. It is one means of introducing the treatment of other cultures which we need for a "more universal understanding of human nature to match our understanding of nature..."[14] It is also one means of eliminating cultural bias in librarianship.[15] The basic purpose, then, to be accomplished by study abroad as approached in this paper is the elevation of society through the improvement of the educational opportunities for librarians who directly influence libraries in the social order.

Further discussion of the values accruing from a cooperative study abroad program is divided into gains for (1) professional library education and (2) the individual library school student.

Many activities of an international nature are now being conducted at the library association level. Citations in those areas in Library Literature have increased from 15 in the period, 1921-1932, to 60 in one year, 1966. Persons who have studied abroad can promote and be more effective in international committee work of the library profession.

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[14]Glenn A. Old, "Abstract of Report to the State University of New York Trustees, December 8, 1966," (unpublished paper), p. 1.

[15]Winger, p. 371.

The library school is not keeping up with a general educational trend and should internationalize the present curriculum for the four types of librarianship: public, academic, special, and school. Enrichment of the present curriculum may not even be sufficient as the role of the librarian changes. Today's library school student will build the new libraries that must, as always, serve many generations in the future. A change in the stated purpose of library schools from national to international and the employment of faculty to support this change are necessities now.

Only a few tours and summer institutes exist as evidence of library school cooperation at the international level. Study abroad during the regular academic year should be available through an American library school to fill the gap.

It has been suggested that Comparative Librarianship be required in all library schools in America.[16] The older and newer cultures are coming speedily into closer contact in a shrinking world. Students would be introduced to the multi-cultural approach, the latest trend in international education, and the comparative method. Only one-third of the library schools accredited by the American Library Association offer Comparative Librarianship; only five bibliography courses in thirty-six schools indicate specific geographical coverage. Comparative librarianship is in reality only an introductory course prerequisite to the geographically

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[16]Nasser Sharify, "Future Societies' Demand for Change in Present Library Science Curricula," Paper presented at the International Conference on Education for Librarianship, University of Illinois, Urbana, Illinois, June 12-16, 1967.

oriented bibliography courses. Study abroad would top the sequential curriculum. The current tours are not planned in this way and are superficial exposures, little better than tourist attractions, stamped "made in America". A hierarchy of courses would promote quality. Additional courses are needed to provide world coverage in content. More schools should offer courses of this type to give the student more accessibility.

The American library education system has not the heritage of the English for comparative librarianship. We have, however, felt the need for innovation which requires even the developed country to go abroad and which involves the educator in international relations, once the province of only the soldier, the business man, or the diplomat. The avoidance of isolation and the desire for information are steps toward free world development and free world unity.

Librarianship is provincial if it does not train for the international labor market which is a part of the present manpower shortage in librarianship. Specific library jobs are available at the international level with governments and institutions, who often are in competition for this type of personnel. Thomas R. Buckman, Librarian, Northwestern University, Evanston, Illinois, has estimated that 150 area studies librarians are needed currently for the United States and abroad. Distinct jobs, such as a library consultant for a country or cataloger for an international agency, can be defined. The international

librarian abroad may desire a different curricular pattern than the librarian at home who wishes only an international outlook.

As younger people are being graduated from library schools continuing education in a variety of forms must be available during their thirty to forty years of service. A broader base for recruitment of young and old is also possible with less narrowness in the professional school.[17]

The American Library Association has recognized the international dimension rather perfunctorily. Only in recent years has its interest in the International Federation of Library Associations been genuine and active. The Association needs its international activities reorganized along lines similar to those recently undertaken by the United States Office of Education and the State University of New York.

One of the continuing criticisms of library education is the emphasis placed on the mechanical rather than the theoretical. The articulation of field work with formal education is possible in a research project within the international framework. Why not attempt the long-sought philosophy of library science? The purpose of comparison is not to find which is the best but to find assurance of the best for a given situation. Is there universality in education? Is there a minimum education for librarianship? At what work-point is exchange successful? There are exchange programs

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[17]Cyril O. Houle, "The Role of Continuing Education in Current Professional Development," American Library Association Bulletin, LXI, No. 3 (March, 1967), p. 266.

for professional librarians that have proven to be successful which can be evaluated to support assumptions related to these topics. America seeks the national plan; England begins new degree programs; Germany lengthens its curriculum. The advent of the machine makes theory more popular. The time is ripe for an innovative experience whose related research projects can aid the profession of librarianship.

The individual student is of prime concern in library education. The student should have the opportunity to pursue special interests. The idea of a demonstration program utilizing study abroad may be utilized by other library schools, thereby developing a variety of geographical areas. Techniques used in one program can aid another; existing area studies programs and special library collections indicate the prospective sites for additional projects.

Assistance in planning a curriculum, quality instruction, and a valuable credential for successful completion of the program are expected by the student. Cooperation at the university level is a tremendous advantage in providing the student with guidance by qualified faculty and a suitable recognition for completion of the program, as well as a wide range of courses from which to plan individualized schedules. Maintaining a graduate level program at all times will also assist programs in some parts of the world to attain a graduate level.

The student has his special interest met in depth. The skillful use of national bibliography and the knowledge of the communications system of a foreign country would be an immediate outcome, but the place of all types of materials in a country's language, literature, history, and culture would give the former skills the depth a student seeks. A balance of theory and factual knowledge is possible in the framework.

The use of England or Germany for a pilot program is justifiable in the light of the remark, "Europe is almost lost in all the other areas and the new ones."[18] The Library of Congress now places catalogers in Europe, South America, Africa, and Asia. Job opportunities exist for the student upon completion of the program.

The need for more exact equivalencies in library education for most geographical areas still exists. Student evaluations can be added to those made by faculty members. The establishment of accurate equivalencies will eliminate discrimination in accepting foreign students and in hiring foreign librarians.

One of the difficulties in international education is the student's inability to get a clear and balanced study of the different approaches to international problems without the intrusion of the value system of any one country.[19] The opposite of dominance is withdrawal, serre les coudes, the more or less conscious

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[18]J. Clement Harrison, "International Library Cooperation: Europe and the United States," Paper presented at the Conference on International Responsibilities of College and University Libraries, Oyster Bay, New York, October 2-8, 1967

[19]Zweig, p. 23.

defense against all that is alien.[20] Until an international library school is founded and operational, the proposed cooperative plan can be a means of avoiding both these pitfalls.

The personality of the library school student has been found to be more intellectual than social.[21] Cultural opportunities enhanced by travel, give assurance, which is a basic ingredient for an outgoing personality. Of course, for some librarians these opportunities to visit museums or attend concerts abroad are occupational necessities. Thomas R. Buckman, Librarian, Northwestern University, Evanston, Illinois, refers to books, rather than electronics, to get at the culture of a people. The inclusion of art, music, and drama in study abroad in an attempt to understand the culture of a people is logical then for two reasons to humanities librarians, for example.

Guidance of students by faculty in schools abroad has been thought negligible. This cannot be said of library schools considered in the preliminary investigation. Tutorials and small classes, group orientation, and student personnel services, handled by liaison officers of the library schools, were noted. The inclusion of these details of implementation relate to student satisfaction with special programs.

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[20]A. P. Van Teslaar, The Joint European-United States NDEA Institute for Advanced Study, Mannheim-Heidelberg. (Consortium of Professional Associations for Study of Special Teacher Improvement Programs, 1967), p. 2.

[21]Stuart Baillie, Library School and Job Success ("Studies in Librarianship," Vol. 1, No. 3, Denver, Colorado: Graduate School of Librarinsity, University of Denver, 1964), p. 86.

The length of time abroad is set at from six to eight months, not only to aid the development of skills, allow data-collecting for research, and facilitate administration in coordinating school calendars but for personal adjustment, in and out of "culture shock".

Comparative studies are valuable for clarification of facts, testing of theory, and satisfying enrichment. Student involvement in his own program is inherent. For the graduate student who finds little in the foreign and American library school catalog that he has not already taken or finds courses he does not now need, development of a new emphasis with a fresh view is one answer. The future demands a young person with a mature international view to cope with a cybernated world. In creative, international library education the student can find the continuing education he realizes he needs when he needs it.

PART II

UTILIZATION OF STUDY ABROAD IN EDUCATION FOR LIBRARIANSHIP

If a year of study abroad is to be incorporated into formal education for librarianship, its addition as a new and major emphasis within the present structure, or its centrality in an entirely new program, must be determined. Within the present programs, Study Abroad in Library Science could relate to the master's degree, the post-master's certificate, or the doctoral degree. Two post-master's degree titles, the Master of Philosophy and the Doctor of Arts, offer possibilities for a new program. Determination of the position of Study Abroad in Library Science in an old or a new format can be made by comparing program objectives, occupations, substantive courses, and the integration of instructional levels.

The major purpose of the master's program as perceived by examination of catalogs of the library schools is "multi-purpose"--the preparation of students for work in public, academic, school or special libraries in the United States with some specialization as to type of work within the library, such as cataloging or public service.

The objectives of the post-master's certificate program fall into three distinct categories:

1. Training people to teach librarianship at the undergraduate level, the graduate level, or both,
2. Providing a means for practicing librarians to move into administrative or specialists positions, and
3. Allowing practicing librarians to perform their present work more effectively.[22]

The doctoral degree is the most advanced earned degree in the United States and abroad. Mastery of subject, original research, and preparation for leadership are the three factors cited for the library science doctorate.

It was interesting in the light of Yale's long history of graduate education that the Master of Philosophy, a little used degree title in the United States, was announced by Yale in 1966 for the student who shall have completed all requirements for the Ph. D. except the dissertation.[23] In the literature of higher education, the Doctor of Arts (2 years) has also been discussed as a program less than the Ph. D. which, however, would include a portion of research based on secondary sources.[24] Both of

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[22]Floyd N. Fryden, "Post-Master's Degree Programs in Eleven American Library Schools," (unpublished paper, University of Chicago), p. 5.

[23]Yale University, Graduate School, Bulletin, p. 28.

[24]V. R. Cardozier, "The Doctor of Arts Degree," Journal of Higher Education, XXXIX, No. 5 (May, 1968), p. 262.

the intermediate degrees are seen as second-rate and ineffectual.[25]

The objectives of Study Abroad have been listed as: (1) general or liberal studies, (2) foreign language competence, and (3) specialized study in the major field.[26] Study tours of various lengths are not equated with Study Abroad.

Objectives of education must be related to occupational goals to determine the basic question of which award is appropriate. Three types of positions are currently discernable for librarians abroad which should demand study abroad for high level performance. The "international" librarian by definition must be one exposed to more than one system of national libraries. The government agency librarian abroad is really the practitioner described under the Master of Library Science program, transplanted to foreign territory. The person would benefit from Study Abroad, whether undertaken at the graduate or undergraduate level.

The second type of position, the area studies librarian (working here or abroad) requires special knowledge of the bibliography of the area, in addition to a thorough understanding of the language, history, and culture of the area.[27] The regional major may

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[25]Bernard Berelson, Graduate Education in the United States (New York: McGraw-Hill, 1960), p. 250.

[26]Undergraduate Study Abroad (New York: Institute of International Education, 1966), p. 13

[27]Tsuen-Hsuin Tsien and Howard W. Winger, eds., Area Studies and The Library (Chicago: University of Chicago Press, 1966), p. 1.

consist of course work selected from as many as eight department,[28] and this results in an interdisciplinary approach to a major. One of the various master's programs in the subject fields, the post-master's in library science, and a Study Abroad program that met all three of the objectives of Study Abroad would help to prepare this person.

The third position, the consultant at the international level, is perhaps the one with the greatest potential. The jobs here relate to systems approaches by private industry (communications), institutions (libraries), or government (education). The person qualified for this position needs, in addition to the previous experiences cited, the comparative method, a systematic approach which teaches one to make an analysis, measure by means of some hypothetical or actual situation, and arrive at decisions based not simply on opinions.[29]

It should be noted here that the three distinct occupations mentioned could indeed be lined up as promotions from agency librarian, to area specialist, to regional consultant. The placement of doctoral recipients has been mostly in academic library administration or in library school teaching.[30] The international consultant field opens up new opportunities for doctoral people.

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[28]Richard N. Swift, World Affairs and the College Curriculum (Washington: American Council on Education, 1959), p. 134.

[29]D. J. Foskett, "Comparative Librarianship," Library World, LXVI, No. 780 (June, 1965), p. 298.

[30]Guy Marco, "Doctoral Programs in American Library Schools," Journal of Education for Librarianship, VIII, No. 1 (Summer, 1967), p. 11.

The inclusion of a period of study abroad (even if reduced to less than a year) would overcrowd the current Master of Library Science program and lessen the proficiency needed for jobs here or abroad for all but a very few students.

The student who has had a strong undergraduate major or special interest in English literature and language, experience abroad, and the "core" curriculum of the American library school may be able satisfactorily to integrate a term in a British library school. The language barrier does not exist in this instance and a similarity of course content is developing rapidly.

To a certain extent a library school in the United States could equate this term abroad into credit hours using such listings as Independent Study or Theses Research. It is questionable that it would not still prolong the Master's degree. The close time schedule of our first semester and the English second term would leave no orientation time, a dangerous omission in Study Abroad programs.

A student need not go abroad to study to receive better training if his objective is to work in America with primarily American materials. The overcrowded conditions in all library schools would bar approval of a group approach. Therefore, the student would be alone, and the experience of Study Abroad can be less meaningful than a home experience of the same duration if the program is not clearly a better program in relation to objectives, and well administered. For the majority of American

students in library science, study abroad will be done independently, of necessity, and would be best integrated after the Master of Library Science. Independent study must not degenerate into dependent study.

The experience abroad certainly is not limited to the classroom. The implication for research in studying unique collections or unique services in libraries is obvious. Therefore, the insistence of the English library educators that this program result in a research degree is sound and in line with their concept of advanced degrees. The German system of education for librarianship always requires the doctor's degree for the highest library positions.

The minimum time for the study abroad, set at an academic year to be valuable, was determined partially by a questionnaire sent to American librarians and to English librarians through the Library Association (Appendix I) and by discussion concerning the possible scope of the research projects. The answers on the questionnaire were two to one in favor of a year over a semester.

The ease of incorporating into research or its required proficiencies all the experiences of a person abroad such as any necessary field work in libraries or course work in a university or library school leads to further consideration of the Ph. D. This concept goes beyond auditing privileges or collecting data; scholarship is developing at this point. The student's search for knowledge at this time in relation to his need is personally important, something to which the degree only lends an umbrella.

The majority of the library schools which have a post master's program do not entitle the award as a degree but as a certificate and do not expect this certificate to lead the student into a doctoral program. Only four of the schools require a research paper in the sixth-year program. (Appendix II) Neither do those library schools which offer programs suited to students seeking employment in an international situation provide sufficient quantity of courses or recognition for the specialization. (Appendix III)

Swank concluded that the sixth-year program was a useful interim step.[31] Dr. J. Periam Danton, Professor, School of Librarianship, University of California, Berkeley, has been named director of a study of sixth-year specialist programs in library education by the American Library Association. It will attempt to evaluate the success of these programs to date and to recommend appropriate directions for the planning of future programs.

Proliferation of programs which may meet individual needs but which are not integrated into the higher degree may result in confusion in recruitment to advanced programs. The small number of published dissertations (eighty-nine items by August, 1965)[32] seems to indicate that the doctoral level would profit from an

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[31]R. C. Swank, "Sixth-Year Curricula and the Education of Library School Faculties," Journal of Education for Librarianship, VIII, No. 1 (Summer, 1967), p. 19.

[32]Marco, p. 12.

interim program that recruited able students to continue advanced research work that could produce outstanding additions to library theory. The questionnaire on an International Studies Program indicated that all thought the study abroad should be used by students for gaining professional status.

At the present time the influence from abroad for a research-oriented program, the inability of certificates or new degrees to gain acceptance or define purposes significantly different than those of the Ph. D., and the traits of humans to wish substantial rewards for their efforts, point to the Ph. D. as the most feasible vehicle to encompass a needed program of study for the international librarian that meets the American idea of education for librarianship, articulated instruction, and occupational parallels.

Curriculum enhanced by study abroad as a major emphasis in the Ph. D. program seems promising. At this level the flexibility of individual programs and the alignment with research allow the student to utilize his two-fold interests, library science and area studies.

The need for general education, as a prerequisite for advanced work, leadership, and scholarship, which may be either graduate or undergraduate, study abroad or at home, should not be taken at a loss by the student in terms of credit hours. The ninety hours or three years, although not a set number or a fixed time, does allow the

student rather a great deal of course work and time for his program to reach a productive level. This time span is generally characterized by three periods of study beyond the baccalaureate degree of four years: one year for the master's degree (30 hours), one year of post-master's courses (30 hours), and one year for writing the research paper (30 hours).

A fifth or sixth-year program may require an additional summer to finish, but both are termed "year" programs in contrast to the Ph. D., which traditionally does not have a fixed, but a long, indefinite time of study associated with it. This psychological predisposition about a program of length will help where both factual and theoretical knowledge is sought in circumstances to which time-consuming adjustments must be made, including uncoordinated school calendars.

Specialized education is also a prerequisite for satisfaction of goals and financial security, again accomplished either by graduate or undergraduate work, here or abroad. The deepening of either general or specialized education may be by formal course work (class attendance) or individual study (research) or a combination of both. This is usually the approach of the Ph. D. The strength of the Ph. D. is in the faculty and students' judgment of what is needed in the discipline as to specialization[34] and the high standard of performance of the faculty and students. The graduate college (a division of the university) equates the levels of graduate and undergraduate work.

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[34]Henry E. Bent, "The Meaning of the Ph. D. Degree," Journal of Higher Education, XXXIII, No. 1 (January, 1962), p. 15.

The grouping of students while in the United States into two groups, area bibliography and comparative librarianship, is practical only at certain times in their careers at the advanced level. One seminar devoted to research beyond that required for the master's degree is essential. An outcome of this seminar must be the prospectus for the research abroad. The seminar method is probably the best method of instruction for the number of students involved. Also the seminar method is used abroad as well as tutorials, which have even a lower ratio of students to faculty. Orientation abroad, although non-credit, could be a group activity.

Additional graduate level courses in library science and area bibliography not already taken but relevant to the research topic would form an interdisciplinary, two-part major. The area studies librarian is equally an expert in subject bibliography and a practitioner of library science. The library consultant must know the library as an organization and an institution and its relation to a regional society.

Although a Ph. D. degree is not granted "merely because a program of courses has been completed or a given time spent in its pursuit,"[35] the characteristics of curricula of doctoral programs in library science and the curricular needs of the international librarian must be discussed. Also, undergraduate work, proficiencies, and other admission procedures must be noted.

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[35]University of Oklahoma, Bulletin of the Graduate College (Norman: University of Oklahoma Press), p. 40.

For all three positions of work previously described, the area approach is needed. Language proficiency (one or two for graduate work) is determined by the geographical area, the research project, and its methodology. Perhaps it is innovative to feel that the basic requirement of two facilities for research (tools) has changed as to type. Modern language may be disregarded in favor of an earlier language (Latin) or a futuristic one (computer programming language). The depth of competency in the language tool is of concern. Competency should be established relative to its use with the project. If a foreign language is required for discussion in order to secure data for the research project (interviews), a different competency is needed, in order to avoid losing the spontaneity, than if the foreign language is needed to read the literature of the area. In some areas this should be a proficiency begun at the undergraduate level, strengthened by the requirement for the master's, and maintained at a relatively high level; but it is not envisioned that proficiency should be that of the student majoring in the foreign language.

Two tool proficiencies may not be fulfilled in the language area. If the value of study abroad for an internationally educated library school student is experience in cultural differences and the means of utilizing the experience effectively in formal education is the research paper, the purpose of the tool to increase the value of the study abroad may be met by providing courses in (1) basic, diverse general knowledge and (2) specialized knowledge of a particular geographic area or a particular discipline or field

of study. Other possibilities for tool proficiencies are: statistics for behavorial science, the comparative method, or geographically oriented courses. Depth of proficiency may be the accumulation of a block of hours (6-12) with an acceptable grade level achieved or a proficiency test. The method for determining proficiency is the perogative of the doctoral committee within the general statements set by the graduate college.

One of the Ph. D. curricular problems is the level of course offerings within the graduate college, a problem which is very well stated in a letter from Drexel Institute of Technology, Philadelphia, (Appendix IV) which withdrew from post-master's work in library science upon recognition of a deficiency. Marco refers to Rutgers as the only library school offering a separate curriculum for doctoral students[36] (Appendix V). This type of evaluation must be applied to the graduate work from other departments elected in a doctoral program for a student of library science.

Area bibliography and comparative librarianship have been shown to be interdisciplinary. If interdisciplinary, the master's degree from a subject area in line with those pertinent to area studies or comparative work would be acceptable for admission to the doctoral program in library science with course work required in library science.[37]

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[36]Marco, p. 9.

[37]Swank, p. 17.

For the area studies librarian the outside course work that is possible (for example, English or German literature) is taken from the doctoral work offered for literature and/or language majors. For the librarian interested in comparative work, who may have fulfilled proficiencies by languages or other tools, the remaining course work, to a great extent, must be in library science. Since his work may well call upon him to evaluate all types of libraries and materials when his early course work and experience are likely to have been in only one type of library or limited as to materials or subjects, there is justification for this person taking some courses usually equated at the master's level for which he has not previously had the time or need.

The listing of twenty-four hours of course work, which includes several types of libraries, for the doctoral student at Rutgers, in view of a previous statement that course work will be approximately thirty hours beyond the master's, indicates that some dipping into either another subject area or the master's level work in library science is possible. Therefore, what looks like expediency for adminstration would be of benefit to the student interested in comparative librarianship.

Of certain other regulations related to doctoral work, only the residence requirement, one admission qualification, oral examination, and the length of the research paper seem to need discussion.

Residence is stated variously, but usually means the American campus; full-time equivalency in course load; and regular, not summer, sessions. The only deviation expected here would be to count the period of study abroad as residence, if needed.

The doctoral programs in library science generally follow those in other disciplines in stating admission qualifications, with one exception, the prerequisite of successful work experience. The point of view of the University of Illinois is that "without actual contact with library situations, one is not fully prepared to confront library problems, in the advanced form they take."[38] Since the student will be associating as much with librarians as students, especially in the case of comparative librarianship, it is a desirable admission standard. Fitness for graduate work, character, and promise of suitability for pursuit of a career in the international field are judged although scholastic attainment is the first consideration.

The length of the research paper is not as a rule discussed in university catalogs in the United States. Concern here is that the length desired would be excessive for the amount of time allowed abroad for the collection of the data and the general organization of the material. It was agreed that from twenty to forty-thousand words could be accomplished and would meet the standard as to the length of a major research paper.

Improved transportation, which puts the best and most unique in close proximity, and modern communication, which permits the oral examination of the student by telelecture (amplified telephone conversation) make the proposed program convenient.

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[38]Marco, p. 8.

PART III

SELECTION OF THE MAJOR COOPERATING SCHOOLS IN GERMANY AND THE BRITISH ISLES

A ten point list of criteria was developed in 1967 for evaluating library schools abroad. Valuable information from other Study Abroad programs in various subject areas was incorporated into the interpretation of criteria which were strongly influenced by the Standards of Accreditation for American library schools adopted by the American Library Association.

The validity of the criteria was the literature of the field. The criteria were field-tested in August, 1967, by experimental application on three schools, two in England and one in Germany.

Criterion I. (Name of School) is a "library school" as defined by the American Library Association.

The definition of "library school" by the American Library Association places the library school in an institution of higher education whose standards, reputation, and accreditations are appropriate. Some evidence of its status may be found in the historical account of the institution. Whether the institution is considered a part of the higher education system of the country and whether formal theoretical study rather than practical experience is emphasized will determine the extent of involvement of the "library school" in higher education. This is relevant to the proposal from

the student's viewpoint since study abroad programs consistent with the home institution's curriculum at the level if not the content are advised.[39]

> Criterion II. The administration of the library school is the responsibility of the head of the library school.

The administrative duties of the executive officer of the library school are recruitment of students, selection of faculty, establishment of curricula and degree requirements, and maintenance of public relations. The administration, as influenced by the organizational pattern of the institution, should maintain the equality for the library school with other departments providing education for other professions at the graduate level without and within the institution. The qualifications of the executive officer may be examined.

In study abroad programs the status of the school involved is important if innovation is attempted. The more prestigious the school, the less amenable is innovation;[40] for recruitment of students the more prestige, the better. If authority is vested in the administrator, innovation may be accomplished perhaps more easily or more quickly.

> Criterion III. The financial support is sufficient to develop and maintain the program of professional education to which the library school subscribes.

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[39]Commission on International Understanding, Academic Programs Abroad (New York: Institute of International Education, 1960), p. 55.

[40]Weidner, p. 22.

Always a contributing factor, the financial support should be judged within the institution and within the country. Funds should be available for adequate staff, quarters, and instructional materials for the professional program offered. Evidence of support may be secured from library school budgets and institutional budgets.

> Criterion IV. An adequate full-time faculty must carry out the program of the library school.

Full-time faculty in a small department may lack the variety of viewpoints needed but does have the stability and continuity of course content which comprehensive examinations require. Evidence of full-time faculty involvement would be in personnel data sheets, teaching schedules, and catalogs.

In study abroad programs it is recommended that the foreign faculty be used in teaching[41] (as opposed to administration of the program). Abroad, many part-time teachers, who have little student involvement as their responsibility, are utilized.[42] This may be relieved by the trend to smaller classes at the higher level of education for librarianship.

> Criterion V. Provision for adequate noninstructional staff is made.

The personnel in this category would be clerical aides, revisors for cataloging laboratories, and additional people for the placement service. This personnel requirement would be determined to some

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[41] Commission on International Understanding, p. 13.

[42] John A. Garraty and Walter Adams, From Main Street to the Left Bank (East Lansing: Michigan State University Press, 1959), p. 32.

extent by the size of the enrollment, the manner in which the cataloging classes were taught, and whether the placement service was offered or not.

In foreign schools the records are not as mountainous as in America because the granting of a final diploma is on the basis of examinations over the several years of course work. The resident director (generally recommended to be an American) would have the additional duties of orientation,[43] housing,[44] and discipline.[45] Much of the literature concerning international education is devoted to those items so their importance should not be minimized even at the graduate level.

Criterion VI. The curriculum of the library school provides both general (4 years) and specialized education (1 year).

The curriculum provides:

1. Understanding of the accumulated knowledge and the methods of studying one or more of the subject areas represented by advanced collegiate courses.

2. Comprehension of actions and motives of individuals, groups and agencies which librarians serve and with which they work.

3. Understanding of methods and functions of research.

4. Reading knowledge of one or more modern foreign languages.

5. Ability to identify library problems and to devise and carry out organizational, operational and service programs.

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[43]Committee on International Exchange of Person, Educational Exchanges (Washington, D. C.: National Academy of Sciences, 1956), p. 47.

[44]Garraty and Adams, p. 82.

[45]William A. Overholt, Some Observations on Student Personnel Practice in Selected Overseas Universities (The Author, 1965), p. 11.

6. A basis for service in one or more specialized aspects of library activity such as cataloging, school librarianship, and subject library service.

Textbooks, when used, may be helpful to evaluate the content of the course. Evidence will be primarily catalogs or brochures giving descriptions of the course offerings.

Criterion VII. Admission requirements emphasize high academic ability, personal balance, and promise of professional purpose and development.

An American graduate student must maintain a high academic record in order to remain in school and a somewhat lower average for the same purpose in his undergraduate college. Most American library school candidates are interviewed before admission by the director of the library school. Comments by faculty members continue to evaluate his professional promise during his graduate course work and these comments appear in his personnel folder for job placement. Similar information may be available abroad.

The scholastic ability and the personal potential have been needed equally in study abroad programs. In addition, a knowledge of America was deemed third most important.[46] Also, when studying abroad, a student must be a hard worker since he may be doing independent study, reacting to an educational philosophy of independent study, tempted by cultural activities, or aware of a variety of language difficulties.[47]

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[46]Howard E. Wilson and Florence H. Wilson, American Higher Education and World Affairs (Washington, D.C.: American Council on Education, 1963), p. 35.

[47]Garraty and Adams, p. 18.

Criterion VIII. The credential for satisfactory completion of the five-year program is the master's degree.

The master's degree from the accredited school allows a great deal of mobility for the holder; it fits into salary schedules; it is nearly always a terminal degree. The degree has not only course and academic requirements but also residence requirements and a comprehensive test.

In many instances the equivalent result for a similar program abroad may be lost to use, snarled in terminology. The award abroad is to be evaluated only as it is an indication of the quality of the program and the status of the school as a part of higher education.

Criterion IX. Quarters for instruction and administration are provided.

The library school quarters are generally in the library or very near to it. These quarters should include offices, classrooms, study carrels, and a lounge area for the students. A trend is the provision of audiovisual facilities for instruction.

More concern has been shown in other study abroad programs about whether the center would be in an urban or provincial institution[48] than about the physical facilities for teaching. In fact, more attention has been given to student housing and food services, etc. This Criterion is related to Criterion X, also.

Criterion X. The library facility for the library school includes a collection of library science

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[48]Garraty and Adams, p. 128.

> oriented materials, a staff to administer it, and the adequate space to house it and permit its use by the faculty and students.

The materials necessary in this collection include books and periodicals with appropriate keys to their use; laboratory copies from many other subject areas for reference and organization assignments; inter-library loan or immediate access to other related subject area materials for background reading. The location of the library facility of a library school in a larger library allows less expenditure for materials. A published catalog of the library nearest or most used for supplementary material will need to be noted.

From the schools visited (Appendix VI) the vital curriculum changes which make cooperation possible at this time were noted. In England, Scotland, Wales, and North Ireland, the majority of the library schools are training the school leavers who are not university graduates. Degrees for library science are also being developed. However, approximately half the library schools are training both university graduates and non-graduates and the trend is toward more graduates than nongraduates. Those schools that are attracting university graduates with majors in subject areas other than library science are similar to our library schools. In science especially, and generally, the prerequisite of practical work in a library is diminishing. A few schools are now independent of the Library Association syllabus and examine their own students. Thus, the major characteristics of British education for librarianship are rapidly changing in the 1960's.

German education for librarianship is also making changes in curricula. The German system has been characterized by three levels of training beginning with a clerk level, an intermediate one for non-university graduates, and a higher level for university graduates. The library schools are not connected to universities although considered a part of higher education. The system also has traditionally separated public and research library training. The year of practical work has been removed from the education sequence for public librarians. There are experimental programs of (1) grouping students of research and public librarianship, (2) attempting to use university lectures for the non-university student, and (3) admitting university graduates to the higher level training programs without the doctoral degree.

From the total number of schools visited the following schools seem best suited for a cooperative program:

School of Librarianship & Archives, University College, London
Postgraduate School of Librarianship, University of Sheffield
Bibliotheksschule der Bayerischen Staatsbibliothek, Munchen
Suddeutsches Bibliothekar-Lehrinstitut, Stuttgart
Bibliotheksschule, Frankfurt am Main

Since the other schools on the list expressed a desire to cooperate and these contacts could be of aid to an American student, they will be kept informed of the student and his research topic. In cases of a specific research project dealing with a speciality of the school or the geographical area, a student may be assigned to one of the schools not designated as a major cooperative center. An example would be hospital library service at Bonn. The Ausland Committee of the German Library Association

and the Library Association offices in London could act as a clearing house for the information but not the assignment of students.

The British library schools are more concerned and better prepared to teach Comparative Librarianship. German bibliography is, however, the area most important for study in Germany. Other valuable studies in early bookmaking and archive management could be done because of unusual resources on the Continent.

The five schools abroad chosen for cooperation were selected on the basis of the criteria and at least one additional value deemed important to the program. Additional factors relating to selection are:

> University College, London. Many libraries in the London area for comparative study; has Master of Philosophy and Ph. D. program in library science integrated.
>
> University of Sheffield. Degree plans for the future are strongly influenced by American system of library education and dedicated to research in science and technology; opportunity for student to accept scholarship of the Office of Scientific Technological Information.
>
> Bibliothekschule der Bayerisshen Staatsbibliothek, Munchen. University of Oklahoma Russia Studies Center is available for administrative headquarters and orientation; work-scholarship offered by book exporter from Wiesbaden; opportunity to add Russian bibliographic study in the future.
>
> Stuttgart. Study of German literature involves literary criticism; public library orientation to complement Frankfurt and Munich; internationally-minded faculty.
>
> Frankfurt. University offers course work in German literature; Deutsche Bibliothek has been designated as the center for collecting German literature and materials about German literature in other languages. Both are very near the library school.

SUMMARY

The feasibility of incorporating a year abroad into the library school curriculum has been judged on (1) the importance and number of benefits accruing to the individual and the profession, (2) the ability of a curriculum using Study Abroad in Library Science to be defined and to fit readily into American higher education, (3) the acceptance and enlargement of the idea within the limitations of their resources by selected foreign library schools.

The report outlines the new occupations here and abroad and different educational programs for people in library science interested in advancement. As Mr. Mohrhardt acknowledges for the profession, the newer problems are those that call for international solutions.

The use of a year of Study Abroad to enhance advanced education in library science is feasible when used in an interdisciplinary curriculum as a part of a double major in area bibliography and as the major in comparative librarianship. Administratively, Study Abroad can be made to fit into library education and higher education programs in the United States.

The most valuable outcome of the feasibility study is that the cooperation of schools abroad has been secured. The principal

investigator acknowledges and sincerely appreciated the assistance of many colleagues, here and abroad. In the interests of the student and the profession it is hoped that an American library school will undertake the plan and that an American student will be given the opportunity to participate and graduate before the 100th anniversary of the American Library Association.

Certain other factors are acknowledged by the principal investigator. The explanations in the report at times seem overly simple; but if the report goes abroad, and it certainly should, at least to the schools involved, the American educational terminology must be clear. The determination to use the time of study abroad in research rather than in class attendance eliminated the need to compare and evaluate the content of each course, entirely impossible at this time at the number of schools visited.

The methodology used by the principal investigator combined a questionnaire, interviews, and a literature search. The earliest efforts predate the period of the research grant. The interviews, here and abroad, were extremely valuable. Communication is expected to continue; further research into objectives is anticipated.

The usefulness of the program to the library schools involved should be noted. The English schools not only hope for faculty exchange and more placements abroad for their graduates but also the opportunity for their students to do research

abroad for advanced degrees from their universities while working for a salary. The German educators hope that technological advances will be more quickly acquired by their students with students from America visiting in their country. The sponsoring university in America certainly adds staff at no cost when the foreign professor agrees to serve as a student's advisor abroad.

The suggested steps in implementation of the program are: (1) the communication of the essential ideas of the report to the library profession, (2) the identification of the American library school which wishes to form a cooperative relationship with a foreign library school, (3) the preparation of a brochure directed to recruitment of students, (4) the channeling of scholarship money to qualified students, (5) the selection of students and the programs of study, (6) the evaluation of the success of the program in terms of the individual student, the library profession, and the overall educational value.

The following steps of implementation are planned: (1) distribution of the report to the participants of the USOE Institute for Graduate Library School Personnel, August 4-16, 1969, entitled Internationalism in Library Education Curriculum, at the University of Oklahoma, Norman, (2) announcement at that time of the plans for active participation by the University of Oklahoma, and (3) discussion at the Institute of the earmarking of the federal scholarships under Title IV for promising students interested in international study. The

Study Abroad program has been discussed on a "school to school" basis at all times. Therefore, the above order of events seems logical. The preparation of a brochure for recruitment and the selection of candidates are also the responsibility of an individual school.

Recruitment to the program outlined in this paper would be simplified by scholarships for the students. The offer of money from abroad for American students seems to warrant at least the same response on our part, possible if the International Education Act is funded. The experienced librarian who becomes a student will have some personal financial support, but a part-time assignment on an AID team might be one way of providing financial assistance. Other than travel, educational expense would never be higher than the equivalent in the United States.

Details of costs, housing, grading, application procedures, dates, and orientation can be explained in a brochure which will be distributed to students in language and literature departments as well as to library science students. The brochure should emphasize the need for a complete dossier from the student and the specific objectives of Study Abroad in Library Science. Only on the basis of adequate information can students and committee members here and abroad make suitable decisions. A great deal of the responsibility for guidance is put on the committee of advisors. The value of the program must not be lost in the glamour of travel.

The evaluation of the success of the program may be of sufficient importance to the profession to warrant the fullest examination. Librarianship has been credited with great potential in social significance.[49] The resources are available for experimentation. American influence on library education can be seen in various parts of the world. The concept of the American library with communication devices of all types for the education of all people is worthy of export.[50] Although Part I lists some of the purposes of the program, it does not rank the objectives as to importance.

An evaluative instrument for library science may be formed from an analysis of the literature on internationalism in the curriculum of higher education. A survey of the viewpoint of professional librarians would provide the ranking of the items. The experiences of the people concerned with the Study Abroad in Library Science would be evaluated in terms of these ranked objectives. Thus, an experiment in curriculum innovation of a highly specialized nature that seems feasible would have been given the opportunity to prove itself in terms of values and efficiency.

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[49]Grace T. Stevenson, "Training for Growth--the Future for Librarians," American Library Association Bulletin, LXI, No. 33, (March, 1967), pp. 278-281; 284-286.

[50]Lester Asheim, Librarianship in the Developing Countries, (Urbana: University of Illinois Press, 1966), p. 78.

Area studies that maintain a high standard of graduate work have gained respect as they meet the needs of the modern world. Comparative librarianship seems the most provocative of areas for a scholar of library science and its curriculum, the most substantive for a doctoral degree. Study Abroad in Library Science is essential to both of these specializations if they maintain quality and relevance.

INTERNATIONAL STUDIES PROGRAM

An International Studies Program between the United Kingdom and the United States in the field of librarianship is proposed. The International Education Act in the United States will provide funds to stimulate further college and university geographic area studies, thus providing the economic means for the staffs of colleges and libraries of the two countries to plan cooperative programs in which graduate students would study abroad.

The following questionnaire is being submitted to approximately 300 people related to the proposed project as one step in evaluating the feasibility of a request for such a grant. Teachers and students in library schools, as well as librarians, in both countries will be contacted.

Please fill out the questionnaire and return to the head of your school or your library or to me: Laverne Carroll Assistant Professor School of Library Science University of Oklahoma Norman, Oklahoma 73069	Each person filling out the questionnaire should check one item in each column: Column I ___Librarian ___Teacher ___Student Column II ___Approve of plan ___Disapprove of plan Please use reverse side for further comment.

INTERNATIONAL STUDIES PROGRAM BETWEEN THE U.K. & U.S. IN THE FIELD OF LIBRARIANSHIP

Please check the blanks which express your opinion best.

Length of study for the student should be ___quarter ___semester ___year ___other.

Time of study should be ___fall ___winter ___spring ___summer.

Criteria for selection of students should include ___scholastic record ___age ___sex ___personality ___previous work experience ___health ___interests ___others (Give percentages)

Fields of librarianship most desirable for study would be ___technical services ___cataloging & classification ___selection ___acquisitions ___reference ___subject bibliography; ___public ___school ___academic ___special libraries.

Major amount of time spent in ___individual study ___group study ___work experience ___travel (Give percentage)

Recommended use of the study by student would be ___transfer of credit ___preparation for examination ___professional status (either a degree or membership) ___other.

Housing recommendation _____.

Cost approximation for student including all fees, personal upkeep, and transportation. (Indicate length of time on which figure is based)

APPENDIX II

POST-MASTER'S PROGRAM[24]

Name of school and starting date of program	Enrollment 1967-68	No. of Title II B Fellowships 1967-68	A terminal degree which is less than the doctorate	An alternative to the doctorate	A first step toward the doctorate	Other Information Descriptive of Program	School has A doctoral Program	Research Planned A part of Sixth-Yea Program
UCLA 1968	3	3	x		x	Master of Science in Information Science	yes	yes
Columbia 1962	7	5				Advanced course work	yes	
Emory 1967	8	0	x			Diploma for Advanced Study in Librarianship	no	no
Florida 1967	10	10				Advanced course work	yes	
Illinois 1964	3	0	x	x		Certificate of Advanced study	yes	no
Louisiana 1966-67	10	10				Primarily an enrichment program	no	
Maryland 1967	5	5		x[a]	x		yes	yes
Minnesota 1966	7	7	x[b]		x minor	Specialist Certificate in Library Science Teaching	no	No inform tion in b letin
Pittsburgh 1963-64	43	0	x	x		Advanced Certificate in Librarianship and Information Science	yes	no
W. Michigan 1966	13	5	x			Education Specialist in Librarianshi	no	yes
Wisconsin 1966-67	8	7	x	x		Specialist in Librarianship Certificate	yes	yes

[24] Fryden, p. 12, 14.

[a] Certificate program.

[b] M.S. in a subject area.

APPENDIX III

COMPARISON OF AREA STUDIES PROGRAMS

School	Area	Announcement in Bulletin	Supportive Courses*	Additional Courses**	Cooperating Agency	Designated Award
Chicago	Asia	Yes	2	2	Yes	None
Columbia	Russian	Yes	None	2	Yes	M.S.
	East Asian	Yes	None		Yes	M.S.
Denver	International Relations	Yes	None	C	Yes	Coop Ph. D.
Hawaii***	Asia	Yes	3	C	Yes	1 year certificate or M.L.S.
Indiana	S. Sahara	No	1	C	No	None
Michigan	Chinese and Japanese	Yes	None	D	Yes	None
	Latin America	No	1		No	M.L.S.
	Eng. Hist. & Lit.	No	1		No	M.L.S.
Pittsburgh	Latin America	No	1	2	No	None
Wisconsin	Indian, African, Ibero-American, Scandanavian, Far Eastern	Yes	None	D	Yes	M.L.S. area studies minor; or Ph. D. in area studies, library sceince minor

*Supportive courses are listed in catalogs as bibliography course of the particular region.
**Additional courses are Comparative Librarianship (C) and International Documents(D).
***Hawaii has special type of program to train Asians.

Graduate School of Library Science

DREXEL INSTITUTE OF TECHNOLOGY · PHILADELPHIA 19104 • 215-387-2400

April 25, 1968

Miss Laverne Carroll
Assistant Professor
School of Library Science
University of Oklahoma
Norman, Oklahoma

Dear Miss Carroll:

Because we have discontinued our Advanced Certificate Program, I think that any statistics that we could send you would not be valid. This Program here at Drexel began in 1966, primarily as a stop-gap for those who were interested in a Ph.D. program, and in the interval between Fall of 1966 and Spring of 1968, we had twenty-two people who began work in the Program. Since we were not sure of where we were going with this Program, we did not add any advanced courses to the curriculum. We had assumed that many people would be interested in the information science program, especially those who had an M.S. in L.S. As we worked with these people in setting up a course of study for them, we discovered that we did not have adequate advanced level courses to work out meaningful programs for them. It is true that they could take courses not already taken in both the L.S. and I.S. curricula, but this did not mean that they were advanced level courses. In view of these circumstances, we decided to discontinue the Advanced Certificate Program as of Spring Quarter, 1968. We are looking forward to a bona fide doctoral program within the next five years or so.

Sincerely yours,

A. Kathryn Oller

A. Kathryn Oller
Acting Dean

AKO/mls

DOCTOR OF PHILOSOPHY

A candidate for admission to the doctoral program should consult the *Bulletin of the Graduate School* for application procedure and general requirements for the Ph.D. degree, since this degree is recommended by that School. Additional information can also be secured by writing to the Dean of the Graduate School of Library Service.

The requirements for the degree of Doctor of Philosophy are three years of full-time study beyond the bachelor's degree, including the year of professional study leading to the degree of Master of Library Service. Specialized professional and subject courses and seminars will make up approximately 30 credit hours of the program, and at least 30 credit hours will be devoted to individual research leading to a defensible dissertation which creates or validates knowledge in the field.

Doctoral study is to be undertaken on a full-time basis. During the first year, the student will be engaged in taking courses and seminars, passing the language examination (normally in French or German), and, at the completion of this period, should show a comprehension of the broad field of librarianship and intensive knowledge of a selected area through a qualifying examination. The second year will be devoted to research, preparing the dissertation, and taking the final oral examination. Variations from this program will require approval by the student's advisory committee and the Dean.

The basic curriculum beyond the M.L.S. degree will emphasize research, and each student's course of study will be designed to forward the particular research project that he proposes to undertake. The curriculum will therefore provide basic training in research methods and will furnish advanced education in specialized areas of library services as well as in other disciplines in so far as such study is necessary to prepare the student to make a substantive contribution in his research project.

The courses for doctoral students are:

610:603. RESEARCH METHODS. (Cr. 3.)
Design of experiments, historical, statistical, and other research techniques and preparation of research reports, with special consideration to the dissertation project of the individual student.

610:605. ANALYTICAL BIBLIOGRAPHY. (Cr. 3.)
The organization of information based on or derived from physical characteristics of books which will provide evidence regarding their history and especially the history of the texts which they reproduce. The bibliographical description and cataloging of rare books.

610:610. SEMINAR IN READER SERVICES. (Cr. 3.)
Survey of the present state of reader services in all types of libraries with emphasis on gaps in knowledge, problem areas, points at issue in the profession.

610:611. SEMINAR IN TECHNICAL SERVICES. (Cr. 3.)
Survey of current problems of acquiring, organizing, recording, and servicing material of all types; the theory of cataloging codes and classification systems and of bibliographical control.

610:612. SEMINAR IN RESEARCH LIBRARY ADMINISTRATION. (Cr. 3.)
Major problems and new developments in the organization and administration of research libraries, including college, university, and special libraries.

610:613. SEMINAR IN PUBLIC LIBRARY ADMINISTRATION. (Cr. 3.)
Major problems and new developments in the organization and administration of public libraries.

610:614. SEMINAR IN SCHOOL LIBRARY SERVICE. (Cr. 3.)
Major problems and new developments in the organization and administration of school libraries.

960:501. STATISTICAL THEORY FOR RESEARCH WORKERS. (Cr. 3.)
Minimum prerequisite: College algebra.
A seminar in the theory of statistics for doctoral students. Concepts of randomness and probability, frequency distribution, expectations, derived distributions and sampling, theories of estimation and significance testing; the theoretical structure underlying common statistical methods.

610:701. RESEARCH IN LIBRARY SERVICE. (Cr. 3, to 15.)

Appendix VI

January, 1969

English Schools

School of Librarianship and Archives
University College London, London
School of Librarianship
Loughborough College of Further Education
School of Librarianship
North Western Polytechnic, London
Postgraduate School of Librarianship
University of Sheffield
Department of Librarianship
University of Strathclyde
Glasgow, Scotland
College of Librarianship
Aberystwyth, Cardiganshire, Wales
The School of Library Studies
The Queen's University of Belfast

June, July, August, 1969

German Schools

Schule
Baden-Wurttemberg
Bibliothekarskademie
Berlin
Staatlich anerkannte Bibliotheksschule
Bonn
Bibliotheksschule
Frankfurt (Main)
Evangelische Bibliotheksschule
Gottingen
Bibliothekarschule
Hamburg
Niedersachsische Bibliotheksschule
Hannover
Bibliothekar-Lehrinstitut des Landes Nordhein-Westfalen
Cologne
Bibliotheksschule der Bayerischen Staatsbibliothek
Munich
Suddeutsches Bibliothekar-Lehrinstitut
Stuttgart

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